



Mother Goose News

May 2002

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Shannon Rivers, Editor
VISTA Assistant

www.ori.state.ri.us/youthserv/mgoose/

Remarks: RI State Coordinator

By Melody Allen

We are wrapping up the fourth year of Mother Goose Programs in Rhode Island and busy planning for year five. Our enthusiasm for these programs is still high, and experience has shown us how successful they can be at bringing together librarians, agency partners, parents and childcare providers to expand children's literacy and learning opportunities.

Due to going off the National Science Foundation grant and some disruptions in staffing and funding this year, we served directly only 65 parents/providers. However, we conducted all-day trainings on *Mother Goose Asks "Why?"* and on *You Can Count on Mother Goose* as well as orientations for four conferences, all together involving 105 people.

Our *Mother Goose* team has expanded to include Paula Dugan, the new head of children's library services at the Newport Public Library, and Lourdes Pichardo, an advocate for quality family based childcare and a partner in some of our bilingual programs. VISTA

Assistant Priscilla Tremblay has transferred to the RI READS office as a VISTA Leader, and in April we welcomed Shannon Rivers as our new VISTA Assistant.

Next year we hope to move ahead on three fronts – 1) *You Can Count on Mother Goose* - We plan to provide 5 YCCoMG sets to each librarian who attended the March 25 training and to use remaining NSF grant funded sets to run parent/provider sessions. Some of the books have been provided by our First Book grant, including *Bein' with You This Way* in Spanish. Some libraries and agencies have been able to obtain funding for additional sets. 2) *Growing with Mother Goose* – We would like to focus on offering this program to childcare providers. Funding will be sought for at least 50 sets and a training of trainers planned. 3) *Mother Goose Asks "Why?"* and *You Can Count on Mother Goose* – The team is also exploring a grant to conduct professional development for kindergarten teachers linking literacy and science/math learning activities. For this project, we are considering the creation of *Mother Goose* kits to circulate from the library, possibly with a reader response component.



**Janet Kosinski, Librarian
Coordinator of Children's Services
Tiverton Library Services**

Tiverton Library Services, in partnership with Head Start, plans to present *You Can Count on Mother Goose*, the math/literacy based program, in either Fall 2002 or Spring 2003. Presently my Head Start liaison, Kathleen Camara, is not available for consultation.

We have recently discussed this pending program, and agreed that our partnership works well for both the public library and Head Start agency. She is confident that there is high interest level, from the parents that took part in *Mother Goose Asks "Why?"* program, in registering for this new program offering.

Our plans, at this point, are definitely to run the program for at least 5 parents with the kits provided by the state. I would prefer to offer the program to 10-15 parents, fundraising from a variety of sources the monies needed for the additional kits. I would try to tap into the same sources that funded my 2002 *Mother Goose Asks "Why?"* program: Tiverton Library Services, the Friends of Tiverton Library Services, the Head Start Parent Committee, Bank of Newport, Viti Inc. (our local Mercedes dealership), and Thomas Brady Law Offices.

Ideally we would offer *You Can Count on Mother Goose* in March/April 2003. That time of year fits well into both our schedules and is the present slot for the *Mother Goose Asks "Why?"* program.



**Pamela Stovall
Outreach Librarian
D.C. Public Library
Community Youth Services
State Coordinator for MGAW**

Greetings from the District of Columbia

The DC Outreach team has been busy this spring completing many of the *You Can Count On Mother Goose* workshops. The District of Columbia Public Library has faced significant staffing issues this year. In an attempt to reach more parents with fewer workshops, we have partnered with the Catholic Charities. Parenting Education Program providing four Trainer's Staff Development Workshops.

Catholic Charities Parent Educators work in the Washington DC metropolitan area serving low-income families in a variety of roles. The educators were enthusiastic participants and as seasoned professionals immediately offered extension of many of the activities presented.

"What I like about this training is the Vermont Center for the Book has laid it all out for the you in the *Family Activity Guide* and you folks (DCPL) present it with the kind of enthusiasm that is contagious," one of the parent educators said. A useful resource that was identified for more problems to solve for a variety of ages was at www.eduplace.com/math/brain.

Another community partner, Turning the Page, Inc., a non-profit dedicated to enriching the lives of DC public education students, did the recruitment of parents and provided

childcare. The District of Columbia's Library team as a part of TTP's Community Nights provided YCCOMG workshops at six D.C. Public Schools. This is the second year of the partnership that continues to grow, as we look forward to working together again in the fall in four new schools.

At Merritt Elementary School in a northeast DC neighborhood, our team had an exceptional experience. Twenty parents were the most enthusiastic participants of all the groups we were privileged to serve this year. Our favorite parent report was from the mother of a five-year-old who thoroughly enjoyed *The Button Box*. The parent went the extra mile and she and her daughter decorated a cardboard box to begin a button collection. Her daughter decided to "collect" a lot faster than her mom realized when she discovered her child with the scissors "collecting" buttons from her father's shirts! It is still a rare occurrence that every participant reads the books to their children at home and does the activities, but Merritt Elementary parents were the exception.

Parents eagerly received fliers identifying the math standards for DC Public Schools and more importantly to be given the tools to help their children meet those standards. YCCOMG and MGAW Workshops have made hundreds of families in the District of Columbia lives richer as they develop the skills to prepare their children for school as the "first teacher." One parent educator said it best, "What does geometry have to do with pre-school education? Everything!"

Literacy Forum

By Melody Allen

Dr. Alvin Poussaint, Harvard University Child Psychiatrist, reported in a speech in Boston that 30% of preschoolers have a TV in their bedrooms. The American Academy of Pediatrics does not recommend children under two watch any television because it interferes with their development.

The Plug-In Drug, Marie Winn's classic study on the effects of television on a child's development and on family life, has been updated 25 years later to include computers, VCRs and video games.

Sesame Street has changed its programming style after watching the success of other shows such as Blues Clues. They have recognized that preschoolers can attend and maintain interest through an extended narrative. "Recent research shows that preschoolers enjoy following a sequence of events in a narrative story." (SESAME STREET: Press Statement & Programming Changes, <http://pbskids.org/sesame/Excerpt> from "The Tipping Point")

I think Mr. Rogers and plenty of librarians, early childhood providers and parents have long been aware that children will happily listen to a good story. More television, videos and movies are not needed in early childhood programming.

The Spring 2000 issue of *The Tutor* focuses on research based ways to support learning in three and four year olds. *The Tutor* is a rich resource developed by LEARNS, a partnership of the Northwest Regional Educational Laboratory and the Bank Street College of Education and introduced to us by the

Corporation for National Service. In the *Mother Goose* programs, we have connected children's books with science and math activities. *The Tutor* suggests the benefits of connecting with dramatic play:

"For preschool children, dramatic play has a number of benefits directly tied to learning literacy skills.... Consider how much language development is happening as children respond to each other and work out the details of the play.... Dramatic play stimulates intellectual growth. For instance, children are using symbols as they declare that this block will be the baby's bottle or this piece of rug can be a blanket. This process of symbolization – allowing one thing to stand for another – lays the foundation for mastery of written and numeric symbols."

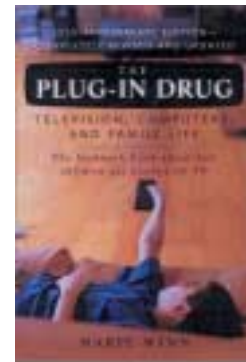
Some simple pieces of fabric and old scarves can be the basis for imaginative reinterpretation of a story. If you have modeled special voices for different characters or inflection for certain refrains, children will mimic them in their dramatic play.

Encourage the use of language, especially new words, from the story you just shared. In the dramatic play, there is no need to replay the story just as the book was written. Creativity sparks opportunities for increasing vocabulary and managing the components of story – characters, place, action with a beginning, middle and an end.

Symbolization is used in *You Can Count on Mother Goose*. After reading *Jonathan and His Mommy*, participants make up their own steps, putting them into a dance or routine. They draw images for the steps on paper and follow them as they are laid out in a sequence. These images are symbols that represent certain movements, just as letters represent certain sounds. Put in sequence, they make a dance or a story.

The winter 2002 issue of *The Tutor* reminds us, "When in doubt, read aloud to children! Reading aloud remains the single most important activity for supporting reading success." So turn off the TV and visit www.nwrel.org/learns for practical tips supported by research on helping children become readers.

Professional Books



The Plug-In Drug: Television, Computers and Family Life

This completely revised and updated landmark study about the influence of television on children and family life incorporates recent research; investigates the impact of the computer, the VCR, and video games; and highlights negative effects of TV on children's play, imagination, and school achievement.

Web Site to Wander

Early Childhood & Literacy www.ed.gov

We must ensure that ALL children enter school ready to read. Learning to read and write is critical for success in school and throughout life. By starting early, we recognize learning to read before a child enters school.

The Literacy Center www.literacycenter.net

The Literacy Center. Net: The Early Childhood Education Network Inc. is a research and development activity of Familiar Tales Inc.

According to research conducted by the National Institute of Child Health and Human Development, American children are not receiving the foundation they need to master basic skills. While their global counterparts are excelling at math, science, and the adoption of multiple languages, the majority of American children are having trouble learning to read English.

It is the mission of the Literacy Center. Net to make certain that no child is left behind because of a lack of high-quality education material. Its goal is to provide a new Web-based platform for Daycare, Preschool, First-grade, and Second-grade teachers that simplifies their lives and provides their students with the best in Web-based education.

What's New

Eastern Connecticut Libraries

Hello, my name is Shannon Rivers. I am the new Vista working with Melody Allen with the *Mother Goose* Program. In May 2002 Melody and I did

a session in Connecticut. This was my second session that I attended for the *Mother Goose* Program. At this session Melody and I did a few science circus activities.

First we had some compost from Melody's yard and magnifying glasses so they could see the different things that are in compost. We also had a glass of seltzer and watched raisins dance, popcorn, and spaghetti. We noticed when you drop the objects in the seltzer they fizz right up and float up and down.

Melody read *Lottie's New Beach Towel*, about how Lottie can get to the water from the hot sand and the different things that can be used so Lottie wouldn't burn her feet

Another book was *Jonathan and his Mommy*, about the different patterns of walking. Jonathan and his mom made up different steps while taking a walk. We split the groups up into three's and they made up different patterns and shared them with the others.

Inch by Inch is a book about a inch worm measuring all the animals before disappearing from the story. For this story we used cut straws and put twelve pieces of straws on the string and used it to measure the animals in the story.

Another book read was *Who Sank the Boat*. The groups liked making boats out of foil, then seeing how many pennies the boat could hold before it sinks, also putting drops of water on a penny to see how many drops it would hold whether it be on heads or tails, or old or new.

Seven Blind Mice was about the mice seeing different things and colors. With this story we used tennis ball jars and taped them with yellow paper so you cannot see what is inside, and they had to find another jar that made the same sounds.



Mother Goose Asks "Why?" was developed by the Vermont Center for the Book in conjunction with the Montshire Museum of Science and the Vermont Department of Libraries.



Substantial funding is provided by a grant from the National Science Foundation and the Institute of Museum and Library Services, with local support from the Rhode Island Office of Library and Information Services, the Providence Children's Museum, the Providence Public Library, the Newport Public Library, the Cranston Public Library, and CHILDSPAN.

This newsletter was created and distributed by the Rhode Island Office of Library & Information Services.



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Presented in partnership with Rhode Island READS, a project of the Public Education Fund and the Corporation for National and Community Service

Link up with Mother Goose Online At:
www.lori.state.ri.us/youthserv/mgoose/